

MORNINGSIDE MIDDLE

1999 Singley Lane
North Charleston, SC 29405

GRADES 7-8 Middle School

ENROLLMENT 405 Students

PRINCIPAL Thomas Rylands 843-745-2000

SUPERINTENDENT Dr. Maria L. Goodloe 843-937-6319

BOARD CHAIR Ms. Nancy Cook 843-760-2635

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	4	32	12

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

NO

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Average	N/A
2002	Below Average	Good	N/A
2003	Below Average	Average	No
2004	Below Average	Good	No

DEFINITIONS OF DISTRICT RATING TERMS

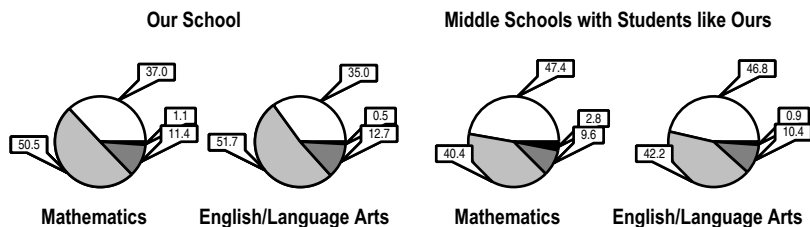
- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

87.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	467	98.9	33.7	52.0	12.7	1.6	21.5	Yes	Yes
Gender									
Male	195	98.7	35.7	49.5	12.9	1.9	21.0		
Female	182	100.0	31.1	55.1	12.6	1.2	22.2		
Racial/Ethnic Group									
White	47	100.0	18.6	51.2	30.2	0.0	39.5	Yes	Yes
African-American	306	98.6	36.9	52.1	9.8	1.3	17.4	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	15	N/A	25.0	50.0	12.5	12.5	0.0	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	288	100.0	34.8	55.7	8.7	0.8	17.4		
Disabled	89	98.8	31.0	43.4	22.1	3.5	31.0	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	377	98.9	33.7	52.0	12.7	1.6	21.5		
English Proficiency									
Limited English Proficient	10	N/A	0.0	0.0	0.0	0.0	0.0	I/S	I/S
Non-Limited English Proficient	367	98.9	33.6	51.9	12.9	1.6	21.5		
Socio-Economic Status									
Subsidized meals	333	98.9	34.5	52.6	11.4	1.5	20.2	Yes	Yes
Full-pay meals	44	100.0	25.7	45.7	25.7	2.9	34.3		

Mathematics - State Performance Objective = 15.5%									
All Students	467	100.0	36.4	50.4	11.6	1.6	19.5	Yes	Yes
Gender									
Male	195	100.0	37.0	47.4	12.8	2.8	21.8		
Female	182	100.0	35.7	54.2	10.1	0.0	16.7		
Racial/Ethnic Group									
White	47	100.0	20.9	53.5	23.3	2.3	34.9	Yes	Yes
African American	306	100.0	39.9	49.7	9.7	0.6	16.4	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	15	N/A	11.1	55.6	11.1	22.2	0.0	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	288	100.0	33.2	53.6	11.7	1.5	19.2		
Disabled	89	100.0	43.9	43.0	11.4	1.8	20.2	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	377	100.0	36.4	50.4	11.6	1.6	19.5		
English Proficiency									
Limited English Proficient	10	N/A	16.7	66.7	0.0	16.7	0.0	I/S	I/S
Non-Limited English Proficient	367	100.0	36.7	50.1	11.8	1.3	19.6		
Socio-Economic Status									
Subsidized meals	333	100.0	37.5	50.6	10.5	1.5	17.4	Yes	Yes
Full-pay meals	44	100.0	25.7	48.6	22.9	2.9	40.0		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	0.0	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	0.0	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	0.0	58.3	41.7	N/A	N/A	N/A
	Grade 6	232	99.6	51.4	40.2	8.4	N/A	8.4
	Grade 7	189	100.0	38.1	52.4	8.9	0.6	9.5
	Grade 8	194	99.0	45.5	50.0	3.9	0.6	4.5
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	29.4	70.6	N/A	N/A	N/A
	Grade 7	205	99.5	38.1	58.9	3.0	N/A	3.0
	Grade 8	172	100.0	31.1	58.2	9.6	1.1	10.7

Mathematics								
2003	Grade 3	N/A	0.0	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	0.0	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	0.0	46.2	53.8	N/A	N/A	N/A
	Grade 6	232	100.0	30.4	56.1	10.3	3.3	13.6
	Grade 7	189	100.0	40.5	49.4	6.0	4.2	10.1
	Grade 8	194	100.0	41.7	53.9	3.9	0.6	4.4
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	40.0	60.0	N/A	N/A	N/A
	Grade 6	N/A	N/A	41.2	58.8	N/A	N/A	N/A
	Grade 7	205	99.5	38.6	52.0	8.4	1.0	9.4
	Grade 8	172	100.0	33.9	56.5	8.5	1.1	9.6

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 405)				
Students enrolled in high school credit courses (grades 7 & 8)	13.3%	Down from 18.6%	9.2%	14.6%
Retention rate	1.2%	Up from 0.1%	4.4%	3.0%
Attendance rate	92.9%	Up from 91.5%	94.9%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	25.7%		9.2%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	26.1%		8.8%	5.3%
Eligible for gifted and talented	4.0%	Up from 3.7%	6.3%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	22.6%	Up from 18.7%	14.7%	13.9%
Older than usual for grade	12.3%	Down from 46.8%	7.8%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	14.3%	Up from 12.5%	1.2%	0.9%
Annual dropout rate	2.2%	Up from 0.6%	0.0%	0.0%
Teachers (n= 37)				
Teachers with advanced degrees	43.2%	Up from 29.2%	47.1%	48.7%
Continuing contract teachers	73.0%	Up from 58.3%	71.4%	81.7%
Highly qualified teachers**	80.0%	N/A	88.9%	90.4%
Teachers with emergency or provisional certificates	3.4%		13.0%	5.3%
Teachers returning from previous year	69.3%	Up from 65.0%	76.7%	85.1%
Teacher attendance rate	96.0%	Up from 93.9%	94.4%	94.8%
Average teacher salary	\$37,875	Up 2.5%	\$38,638	\$40,566
Prof. development days/teacher	32.2 days	Up from 15.9 days	11.9 days	11.0 days
School				
Principal's years at school	3.0	Up from 2.0	2.0	3.3
Student-teacher ratio in core subjects	12.3 to 1	Down from 18.6 to 1	18.8 to 1	21.3 to 1
Prime instructional time	88.1%	Up from 84.5%	87.4%	89.3%
Dollars spent per pupil*	\$5,089	Up 3.1%	\$6,552	\$5,821
Percent of expenditures for teacher salaries*	63.4%	Up from 61.5%	60.1%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	75.5%	Down from 77.8%	87.4%	95.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Good	N/A	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	88.1%		92.0%	
Highly qualified teachers in high poverty schools**	87.8%		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		No	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2003-2004 school year at Morningside Middle School has shown improvement in many areas. Emphasis was placed on students' academic success. The South Carolina Palmetto Achievement Challenge Test scores rated Morningside Middle School as a below average school with average improvement. The school won the Palmetto Silver Award for the vast improvement the students made. This is the second year in a row the school has received this honor. The students, faculty, staff, parents and school administration are eagerly awaiting the 2004 PACT results.

Many plans are in place for the 2004-2005 school year. This will include seventy minutes of classroom instruction in language arts, math, science and social studies. The schedule also allows for thirty minutes of DEAR (Drop Everything And Read Time). There will be four (4) remediation teachers. These teachers will work with our students to continue their improvement in reading, writing and mathematics. The reading teacher will instruct students in all reading levels, including enhancing advanced students' levels. A Creative Writing class will be taught. The goal of this class is to enhance students' writing skills. This year, 150 students were placed in Morningside's NCS Learn Lab using Success Maker software to improve math and language arts skills. Major emphasis was placed on improving our students' critical thinking skills. Thinking Maps (a building-wide critical thinking program) will be continued for the 2004-2005 school year. Teacher specialists will continue as a part of Morningside's staff and assist our teachers to work on math, language arts and science skills.

Accelerated Reader and Renaissance Math (a school-wide program) have been very successful this year. The majority of our students' reading levels are showing vast improvement. We look forward to greater improvement in the future.

Morningside has a parent educator assistant on staff to improve student attendance and parent involvement. To help decrease trancies, this individual calls parents when students are absent. Our students need to attend school to improve their academic achievement. The students' attendance has improved this year.

Morningside received a three-year grant for Turning Points, a middle school complete school reform. This reform model will add to the existing programs to assist the school in making even more improvement.

School pride is evident among the students. Student Council has taken an active role in the leadership of the students. When possible, student input has been utilized in making decisions affecting them. Also, we are increasing athletic activities to assist in improving the school climate at Morningside. Our football team placed first in the Inaugural North Charleston Middle School Football Program.

Judy Sherman, Principal

Kim Kelly, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	40	136	100
Percent satisfied with learning environment	71.8%	71.3%	78.4%
Percent satisfied with social and physical environment	82.1%	77.6%	67.3%
Percent satisfied with home-school relations	22.5%	79.9%	58.6%

*Only students at the highest middle school grade level at this school and their parents were included.